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The Kindergarten.

At the celebration of Froebel's birth day, April 21, 1877, in this city, Mrs. Kraus-Boelte, spoke as follows:

"One of the chief reasons that Froebel's method has been so imperfectly carried out, is the insufficient training of Kindergartners. The greater majority take up this calling more from external motives than from inward vocation. In order to learn to understand Froebel's method, especially the theory of it, to take in Froebel's educational doctrine truly, not only the genial disposition is needed, but a cultivated mind, the capacity for thinking clearly, and previous information, in order that they may receive with understanding the theoretic and scientific instructions which these institutions are to impart. Modifications in the degrees of culture of the Kindergartners must be granted, of course. The first and cheap condition for the culture of good Kindergartners, who are naturally fitted, or are prepared by study for the calling, is that sufficient time shall be claimed for their instruction, and only a conscientious and zealous study can lead to the true end. Many of those bowed down by sad destiny have found in this work consolation and new courage to live. And many who were living without an aim or a pleasure, have drawn from it the most satisfactory activity, and many without means, the necessary support of life. Besides the understanding of Froebel's method and its principles, it is no less necessary to have a most complete practical dexterity. The child should never perceive in the Kindergartner any uncertainty, lest he lose his confidence in her power to help him, and become uncertain himself. After the thorough learning of the occupations and the conducting of the Kindergarten, time is always to be taken for a wider and more practical application—a strict application of the Froebelian method, by the application of the law; 'the combination of contrasts' has, till now, been carried out only rarely. Whosoever has penetrated Froebel's thoughts knows that all free movements in the childish occupations, especially the possibility of individual invention, is reached only by the application of the prescribed rule, derived from the before-mentioned law. In the Kindergartens of insufficiently trained Kindergartners one always sees more imitation and seldom invention, which then comes only by chance. Also, such insufficiently prepared Kindergartners are very fond of making 'improvements,' changes in work, play, tune, words, etc.—to introduce new material which does not belong in the long line of Froebel's given material, and the exercises the children are taught with new material of no consequence, they could carry out with much profit in the given material of the Froebel occupations. The teachers try to shine through their pupils. So, also for example, the stories which are told are perhaps not suited to the intellects of the children, or are not told in a manner befitting a child audience. Also, the younger children become wearied, because this or that occupation is carried on too long; or the necessary discipline is wanting, and at the same time the requisite freedom, which belong together.

The children are governed by the "tap of the bell," in prayer, in work, in play, etc.; but such a Kindergarten is not a true one, but merely an imitation of the plays and occupations, without the spirit of the method. The more that cultivated women devote themselves to the true Kindergarten cause, the sooner will these imperfections vanish and a correct understanding carry out the master's idea.

Thus it might be seen that Froebel's method can be insignificant child's play and incomprehensible mechanism for those who have not examined it, who do not understand it thoroughly; but it is more than gold with him who has laid hold on its true substance; that as long as the mothers keep at a distance, as long as they merely send their children into the Kindergarten, the realization of Froebel's pedagogic, will remain a pious wish.

It can not be too often repeated that Froebel's method aims to give nothing but the material; that ready-made playthings hinder childish activity, and train to laziness and thoughtlessness, and hence are much more injurious than can be expressed; that Froebel's method aims to give nothing but the material for play; that the transformation of this material, wherein work and play consists, is done according to law in a free, inventive, productive manner.

"Just here," says Baroness Marenholz, as tersely as truly, "where the critic commonly attacks the Kindergarten, lies its highest value." It is thought by some, that Froebel gives to all children the same materials, prepared beforehand, so that they make use of them; and that he obliges them to draw from these materials determined and foreseen results. But this would trammel all individuality. The child receives only simple material, which he can transform or compose into new forms within the limits of their nature. The important thing is, that the teacher should be thoroughly imbued with Froebel's principles. Nothing is more difficult to set forth in Froebel's method, nor more important to be comprehended, than the application to children's plays of the general law of creation. But it is absolutely necessary to see how this application is made by the children in order to appreciate the value of the method. The most essential part of the whole system is methodical arrangement of the exercises and the games, and the explanations given by Froebel to those who are to conduct them. To know them at all is quite a study; to apply them well, an art; to understand their significance—their effect—the order and manner in which they ought to be given to the children, is a science. It cannot be too often repeated, that nothing but long and careful study of the system and its actual working, will give such knowledge of the details as would enable a person to practice the peculiar mode of instruction, or to understand the many important points, such as the length of time to be given to each exercise, or which of these may be used simultaneously.

MRS. KRAUS.

Love of Approbation.

IN school and in the family this faculty is enflamed in a thousand ways; of course, without any intention of wrongdoing on the part of the parent, friend or teacher. We often see it excessively developed in the head of a little girl who is beautiful and interesting in many respects. Persons who are anxious to please her parents as well as herself, speak thoughtlessly of her beauty in her presence. Whatever she says and does is repeated by fond parents and applauded, and of course she is necessarily made vain, if not selfish. If she does not receive praise constantly, she feels neglected and miserable; and chagrin and neglect excites Approbation unpleasingly, producing a kind of jealousy. In school her good looks and gay attire will attract the attention of all, awakening the partiality of the teacher and the older pupils, and as a natural consequence, she is petted by

all. If she is sharp and selfish in her temper, it is likely to be regarded as smartness, and it will be tolerated if not excused. We have rarely seen one of these petted children who was faithful and successful in study. Popular without effort, why should she labor to achieve success and respect for excellence in scholarship? Follow the same person into society—she meets with flattery, expects it, lives upon it. Such persons are sometimes even rude, fretful and impolite. They are called wayward beauties, spirited and every other name but the right one is applied. Follow her to church, and it is easy to see that her fine appearance and elegant attire are at least the means of attracting attention. She is fed on flattery, which the admiring attentions she receives are calculated to awaken. If she is defective in moral culture, because she has not been called upon to exercise these faculties in order to secure approval, it would not be strange—and if she were to become a selfish, peevish, hypocritical woman, utterly unworthy to become a wife and mother, it would not be a surprise to all those who see clearly and think soundly.

HOW AMBITION MINISTERS TO VIRTUE.

Study the faculty in another phase. Suppose a little girl with a plain face, having large Approbation, and who is of course hungry to be approved, yet has not the external attractions to win admiration. At home she is not called beautiful, and perhaps her parents are not able to deck her in elegant attire; at school she is not flattered, and she has, therefore, nothing to withdraw her attention from her studies. Desiring, through active Approbation, to gratify her ambition, she sees only one way open to her to secure approval, and that is to be faithful in her studies, attain eminence in scholarship, and be patient, kindly, friendly, gentle in her manners toward her associates, that she may thereby win their respect, affection and regard. She thus cultivates her moral and social affections, studies to make herself acceptable, though her face is not attractive, and seeks to rank as high as possible in her studies, as well as in her decorum. Does it need a prophet to see that she will be the angel of some home, where solid virtues will be cultivated as a means of approval and applause, rather than the showing off of beauty and costly apparel to win temporary admiration?

We have seen it in several schools, we have witnessed it in many families, where Approbation was made the moving factor of all influence. Under this method of training and government, praise and censure are brought to bear upon the conduct of the young, and Approbation thereby becomes the only conscience which the child has, or it would seem that the parent and teacher thought so, since all appeals are directly made to this faculty. Instead of saying to a child, do this because it is right, and showing that it is right, the child is often asked, What will people think? What will the world say? If the people and the world were thoroughly good and wise, their approbation would be a good standard of morals; but even then, it would be better to appeal to the child's sense of justice, to its disposition to do right because it is right, and that would build up a standard of right-doing in him, independently of the world's knowledge or opinion in regard to his conduct.

If this organ be very strong, it should be the aim of the teacher and parent to avoid addressing the child through this faculty, but appeals should be made to the intellect, to Conscientiousness, to affection, to Benevolence, to the sense of the fitness and propriety of a particular course. Let the child be trained to feel that no praise has value except that which is sanctioned by the principles of reason, righteousness, truth and justice.

The trouble in the training of this faculty, as well as in that of many others, is that the weak points and also the strong points of the child come in the same place where the

parents' strong and weak points do. A mother who is keenly alive to what people will say, is very apt to play her children with that influence. If Approbateness be large, she will be likely to use that faculty, because it qualifies her to bring its influence strongly to bear upon her child, and if it be the strongest trait with her, she thinks it is so with her child. Let a teacher who has an excess of Approbateness go into a school, and all the pupils who are organized in the same way will soon feel the magic power of her influence. A course of conduct that can be ridiculed or made the subject of shame will keep these pupils on the qui vive, and perhaps for a month the stern mandates will not be brought to bear upon the dull or active consciences of the pupils. An act is called shameful, disgraceful, ridiculous, outrageous, inelegant, impolite, very improper, but it is not once called wrong. If it be called shameful or ridiculous, that is reason enough for a such a Teacher and such pupils why anything should be avoided. It may be all else that the teacher says it is, but if it be intrinsically wrong, that should not be left out; indeed it should be stated as the first objection, and all the other conditions may then be constituted as collateral forces.

If a class of pupils could be selected out of a hundred in whom Approbateness was weak, and who needed therefore a good deal of culture in that respect, we would like to place a teacher in charge of such a class who had a little too much Approbateness, so that she would keep ringing the changes on that faculty, putting it, as it were, under her hothouse treatment, and bringing the local rays of its might upon the unproductive soil to induce a development of the organ in the pupils who had too little of it. On the other hand, if we could take all the pupils in the school who had excessively developed Approbateness, we would put them in charge of a teacher who had only a medium share of it, but a strong development of those qualities with which the pupils were endowed only in an average degree. In six month's time the feverish excitement of Approbateness in pupils would be lowered by twenty-five per cent., as it ought to be, and they would learn, for the first time, perhaps, to take into consideration other points in regard to conduct and character besides Approbateness; would learn that other influences could be brought to bear upon the regulation of the conduct of their daily life, and that conduct had other and even richer remunerations.

Of course it is not expected that pupils can be classified with respect to each of their faculties, but only according to groups of faculties and temperaments. But if a teacher be wise and well-informed in regard to the correct mental philosophy, he will instantly see who is well-endowed with the faculty of Approbateness, and who is deficient. This can be determined as readily as any other fact in respect to the person. We can see who have large and who have small eyes; who have strong features and whose are delicate; who are dark and who are light; who are prominent in the brow, and who have a prominent top-head; and the development of Approbateness is quite as easily recognized, and even the natural language or manner of the person, at the first interview, will readily tell the phenologist whether Approbateness is a leading trait, or whether it is much excited at the moment.

Teachers and mothers should thus take the hint, and the treatment of those in whom the organ is large or small should be so conducted as shall be best for the individual, and best for the purpose to be attained. This being one of the more influential of the faculties, it may properly form the nucleus for a leading classification of the pupils.

If one wishes to exert a quick influence if he has only a moment to act, he must work through the strongest faculties. If his object is to cultivate, mold, and train the character, then he should guard against exciting the abnormally strong faculties, and treat the subject so as to call out the dormant and less influential faculties. We know that a man who loves money supremely will be most easily influenced by an address to that feeling. It becomes the center and source of influence in himself, his object of desire, the inspiration of every effort; while Approbateness inspires one to work hard, and watch and be wakeful and weary in the pursuit of objects the attainment of which will give rank, reputation, and honor.

The faculty is certainly right in its normal action. It ministers to virtue among those who rise to a medium position in morals more than it ministers to vice. Among the baser sort, who simply glory in their strength, their lust, their courage, or their cruelty, it tends to foster vice. The faculty sometimes, of course, leads to crime and sin, but it ought to work with the higher sentiments, so that ambition and pride shall minister to virtue and lead in that direction.

The standard of respectability will be catered to by this faculty, whether it be high or low, good or bad. In commercial circles, wealth is a great element in respectability. Among scholars, attainment. Who thinks to ask, or who cares how much Tennyson or Longfellow may be worth in property? We may hope they have a sufficiency. Their

rank and renown have in no sense the flavor of finance.—NELSON SIZER.

History in Words.

The word *parasite* is made up of two Greek words, *para*, near, and *sitos*, corn; and Potter, in his "Antiquities of Greece," says that the name of *parasiti* at first denoted simply those persons who held the honorable office of collectors of the corn allotted for public sacrifices. In every village of the Athenians they maintained at the public charge certain *parasiti* (or grain collectors) in honor of Hercules; but afterward, the magistrates obliged some of wealthier inhabitants to take them to their tables, and entertain them at their own cost; whence this word seems in later ages to have signified a *trencherman*, a *flatterer*, or one that for the sake of a dinner, *conforms* himself to every man's humor." But wherever smugglers are, there will be found *informers* also, and accordingly the poor exporters were sometimes caught. The only revenge they could take was to fix on these informers the title of *sycophants*, or, *fig showers*, in a contemptuous sense, and, by-the-word was applied to denote all contemptible tale-bearers and flatterers whatever.

The word *calamity* has a very curious origin. It is derived from *colmaus*, a Latin word signifying a *reed*, and also a *stalk of corn*. Now, the Romans, in their early days, were great farmers, and reckoned a storm which destroyed their crops one of the heaviest possible misfortunes. On a storm of this kind, from the nature of the property which it chiefly injured, they bestowed the name of *calamity*, and in the course of time the term came to be applied to all kinds of mishaps.

Few persons it is probable have thought much about the origin of the word *funeral*. This gloomy term signifies, in the original Latin a *rope* end, being derived from the word *funis*, a rope. Burials among the Romans were anciently solemnized by torchlight, and the torches were composed of cord or rope, with wax or resin about them. Hence the term *funeral*.

Mausoleum is a word of congenial meaning. It originated in the circumstance of a widowed queen of old erecting a splendid tomb over the remains of her husband, whose name was Mausolus. The tomb was admired and the name, in a monumental character, perpetuated.

The Roman soldiers at one period, received part of their pay in salt—*sal*, in the Latin language. This custom gave rise to the word *salary*—a synonym for stipend.

Emolument is a word derived from a humble source. It comes from *mola*, the Latin for a mill, and at first denoted the miller's profit or multure, but by-and-by it came to signify gain of any kind to whomsoever it fell.

League, signifies a measured space—three miles. Formerly, it must be understood, *white stones* used to be placed at the end of every three miles in each of the states of Greece, much with the same view, it may be supposed, as our own milestones are put up. The word for *white* in Greek is *leukos*, from which, according to the most probable etymology, came the word *league*.

Palace seems a very noble and euphonious word. Nevertheless, the work is traceable to an odd and ignoble source.

On a hill where Rome was first founded, cows grazed; the cows, according to the ancient custom of their race, lowed—whether more loudly than usual it is hard to say. From hearing this natural sound the early Romans same to call the hill the place of "lowings;" or, to translate their language in a suitable way, the hill *balatant*; *balatant*, by degrees, was corrupted into *palatine*; the hill became a portion of the site of the city, and on it Augustus Cæsar, the first emperor, had a royal residence, called from its position the *domus palatina*, (palatine house,) or the *palatium*, (palace;) and, finally, the influence of Rome made the word *palace* the common appellation of a kingly dwelling over a great part of the world.

The word *intrigue* has a very curious origin. It is said to come from *trice*, a Latin word derived from the Greek, and which signifies, according to writers, *hair on the feet of birds*. Those who regard the true meaning of *trice* to be the hair on birds' feet ever that it was because birds were caught by these hairs sticking to the bird lime laid down for them that *trice* gave origin to the word *intrigue*.

Comedy has a pleasing origin. It means literally the song of the street or the village, its roots being *come*, a street or village, and *acido*, to sing. The comic dramatist of early times used to go from village to village singing their compositions for any recompense the people were disposed to give.

We use the verb to *immolate* in the same sense as *sacrifice*. It does not, however, primarily signify "to slay a victim," but to sprinkle its head before it was slaughtered with barley flour and salt. This composition of flour was called *mola*, probably from the word signifying a mill.

Congruity has a singular origin. It means, of course,

"coming well together." It is compounded of *con*, together, and *gruis*, a crane; cranes being remarkable for their regularity and uniformity, when flocking together for the purpose of migration. This is the true etymology of the word *congruity*.

Suffrage at present means the vote or voice of a person given at an election, or to decide any controverted point. It springs originally from the Latin *suffrago*, which signifies the *joint of a beast's leg*. Thus, the camel bends its suffrage, or knee joint, to permit its rider to mount; and, figuratively speaking, a mounting spirit receives a similar favor from those who held him on his course by their votes.

Sniffingness in the School Room.

The Home Journal has an article on sniffiness in general. It says:—

According to Ruskin's ideas, whenever sniffiness or pre-meditated rudeness is found, there also will be found either low birth or some defects in early training, with that coarseness of nature which breeds vulgarity of conduct. It would be as impossible for a true gentlewoman to be habitually rude, or even "sniffy," as it would be for a thoroughbred horse to possess the qualities of a hack. The human being shows blood and breeding as well as other animals. Many years ago, a clergyman in a town in Massachusetts, annoyed by the levity of some young persons in his congregation, stopped in the midst of his sermon, fixed his eyes upon them and said solemnly! "When I see young men laughing and whispering in the house of God, I make up my mind that they are of mean birth, low parentage, and that their natures are coarse, not subject to refinement." In the same way the sniffy woman, whenever she is found abroad or at home, impresses the true gentlewoman as of low origin. If born sniffy, one of her parents must have sniffy before her, thus proving low birth; if she has achieved sniffiness, she displays the bad nurture, or home training, that she has had; and if she has had sniffiness thrust upon her, nine cases out of ten you will find that to the absence of that sensitiveness of nature which belongs to the true gentlewoman she adds that innate vulgarity which leads its possessor to resent upon others the "sniffiness" that she has been subjected to.—*Home Journal*.

The school room is a witness to this contemptible trial in many cases. The pupils see strange transformation in countenance and expression; the one that looks upon them so sourly, smiles very sweetly on the trustee or visitor—oh! how she beams upon him. What do the wondering scholars think? What do they think, too, of one who never thanks them, always grumbles, has favorites, and generally leads a selfish, tyrannical life? "Oh! reform it altogether."

The Teacher and his School.

CHILDREN who are in a school where the teacher is the soul of frankness and judicious guardedness of expression, will show it in their own conduct and conversation in the playground. On the other hand, children who are under the dominion of parents, teachers or servants who are too largely developed in Secretiveness, will always be playing sly tricks or manifesting false pretences, or in some way showing perverted secretiveness, acting without the proper control of judgment, and Conscientiousness.

We remember a case in school, when something had been done that was wrong, the teacher demanded of the boys to know who had done it, when Charles Wright spoke up and said, "I was one of the rogues!" But he declined to tell who were his associates. He was willing himself to confess when questioned, but was not willing to bring the others into trouble or disgrace. Finally, the teacher, in discussing the subject before the school and with the boy, and doubtless admiring his frankness in inculpating himself, and his reticence and honor in avoiding the inculpation of others, seemed, as we remember it, anxious to get out of the difficulty without punishing the boy, and said, "I hardly know what I ought to do in this case." And turning to the manly boy, said, "Charles, if you were a teacher, and you had a boy under the same conditions that I have you here, what would you do?" We remember how his blue eyes dilated, and how his form straightened up as he said, "I would say to the boy, 'I will let you go this time, and try you again.' Let the teacher remember that the influences he brings to bear upon the plastic minds of pupils in the school will stamp the truth or the error upon their minds and memories, will influence their character and conduct as long as they live, and prepare them to make like impressions upon those brought under their influence. Good actions never die, and evil actions live, and work for evil after the repentant evil-doer may have long been in his grave.—NELSON SIZER.

BOOK NOTICES.

RAY'S NEW INTELLECTUAL ARITHMETIC. Van Antwerp, Bragg & Co., Cincinnati.

This volume contains a large number of problems on the principles governing the relation of numbers, also a presentation of the subject of Fractions, as well as Reduction and Percentage, and finally reviews of the field.

Mental Arithmetic is an important part of a mathematical education, or indeed of education itself. It is in essence an oral statement of the steps by which the conclusion is reached, and of the reason of those steps. It should accompany the written methods in all cases. The power to explain is the proof of understanding. The great error that has been made in introducing mental arithmetic is the furnishing of solutions to be learned. On page 8 we find, "One and one are how many?" "Solution, one and one are two." Is this a solution? Is it not simply a reply; for a solution proposes to solve, i.e., melt, etc.

The solutions are in all cases in this book models of brevity and clearness. This is an important point.

The book has an excellent selection of problems, and they are well graded. It is therefore well adapted for the school room.

RAY'S NEW PRACTICAL ARITHMETIC. By Joseph Ray, M.D. Van Antwerp, Bragg & Co., Cincinnati.

The old edition of this book was always considered to be well fitted for the school room. The new edition is greatly improved, and it has the appearance of a substantial and serviceable book. The examples are analyzed, and generally in the best and clearest language. The rules are briefly stated. The rule for subtraction of fractions with common denominators is as follows: *From the greater numerator subtract the less; under the remainder write the common denominator.* Is this as good as: *Subtract the numerator of the subtrahend from the numerator of the minuend, and place the remainder over the common denominator?*

The book is practical, and well adapted for the school room.

RAY'S NEW PRIMARY ARITHMETIC. Van Antwerp, Bragg & Co., Cincinnati.

This is a new edition of a very popular school book. The appearance of the book is very pleasing, and will doubtless add to its favor with the public.

On page 18, in Addition, the pupil is introduced to tables; thus: 1 and 1 are, and these go on with but little cessation through the greater part of the book. In the hands of a judicious teacher this will not be attended with any bad results; but how in the hands of an inexperienced person? It is one of the defects of our plans of teaching that we leave the book to teach the pupil. Hence most instructors will simply call up a class, and put the questions in the book to them. Nothing could be worse. There would, under a proper mode of teaching, be no need of putting a book into the hands of the pupil at all. Still the book may aid a teacher to compose questions and problems for a class. As such we welcome it.

THE ELEMENTS OF BOOKKEEPING FOR COMMON SCHOOLS. By S. A. Felter. Topeka, Kansas: Geo. W. Martin.

This is the first text book written and published in Kansas, and it deserves commendation for its general neatness and satisfactory make up. The publishers have done their part well. The writer of the book is well known among publishers as the author of a series of arithmetical textbooks. The first volume he put forth we considered then, and do now, as one of the best ever written. He was persuaded by publishers and kind friends to add this and change that, until a series appeared and the original idea was lost.

In this volume he grapples with the problem of presenting bookkeeping to the pupils of the schools, say boys of twelve and fourteen years of age. Now the plan heretofore has been to give them blanks and set them to copying a "set of books" and generally that set is in double-entry. This is all wrong. The true method is, first impress upon a pupil's mind that "bookkeeping is keeping the accounts you have with another in an orderly way"—that it involves a knowledge generally of only three things, writing, addition and multiplication. Show him next a simple way of putting down accounts, letting him rule foolscap paper for the purpose for himself, so that it will keep the dates in one place, the things bought, sold or paid for in another, the price per article in another. Let the teacher call attention to these primary facts—which are almost wholly neglected—the arrangement of the items in an *orderly manner*, for this constitutes the soul of bookkeeping. He will soon see the need of a date column, an item column, and of money columns. Having ruled his paper, his teacher will give him items to place in proper order. This is the first step in bookkeeping. A boy well drilled in placing such items as these in order, ruling his own paper, and making out bills neatly for each, collecting and giving a receipt.

and entering the payment and balancing his books—knows the great essentials of bookkeeping: Sept. 8, sold John Smith 4 bbls. of flour at \$8.00. Sept. 9, sold Henry Jones 300 pounds of meat at 2½ cts. Sept. 10, John Smith paid \$4.00. Sept. 11, Henry Jones paid me 50 cts., etc., etc., etc. The trouble with most teachers is that they lack an apprehension that such transactions form the bulk of the business of the world, and also that a comprehension of these things is necessary to a comprehension of the difficult problems of bookkeeping. Hence most teachers begin by defining debtor, creditor, stock, capital, etc. Then "debit what you get, credit what you give." What nonsense to the tyro! Bookkeeping is a common sense affair, not a matter of forms and sleight-of-hand. Hence we have looked over this new book with much interest to see if the author looked at the subject from this standpoint.

The book is a good one. It is written in a plain, practical style. It is free from the technicalities that disfigure and render distasteful most treatises. We therefore recommend it to teachers and school officers with great pleasure. We add this suggestion to the author: Construct a book for the country schools (for this is too bulky for them) by putting in pages 10 to 28, 26 to 51, 59 to 86, then modify from 98 to 118; then 145 to 154. Give in addition brief instructions about orders, notes, drafts, receipts, etc., making a book of less than 100 pages. This would fill an important gap. The present book would then be a complete treatise, and the other the "elements."

A SCHOOL HISTORY OF FRANCE. By John J. Anderson, Ph.D. Clark & Maynard, New York.

The author of this new text-book is well-known as an interesting and successful writer on the interesting subject of history; he has by his style and method done much to render the subject popular in the schools. There are many features that will at once arrest attention as the volume is opened. The title page is faced with a Progressive Map, one of seven found in a volume. These maps give a better idea of the changes taking place in boundaries, as the results of conquests and annexation than any number of pages could do. It is a device that has been employed by Koeppel in respect to the map of Europe, but, not as we are aware of, to any single country before.

The engravings are of a high character of art; they illustrate important ideas and persons in nearly all cases and are nearly of a miscellaneous character.

The style of this author has greatly improved since he put forth his first work. He has been accused of having a cold and colorless style, unattractive to youth. This is not true in this volume. It is written in plain language and makes clear impression. All important events are put in bold type. The pronunciation of difficult words is given. In these as in many other particulars the author shows his appreciative knowledge of the wants of our school-rooms. His book will have as warm a welcome and as wide a sale we trust as the others he has put forth.

ALDEN'S INTRODUCTION TO THE USE OF THE ENGLISH LANGUAGE, Grammar and Rhetoric combined. By Rev. Joseph Alden, D.D. LL.D. Potter, Ainsworth & Co., New York.

This is a very useful little book, but it is one that is more useful to the teachers than the scholars. The plan of teaching two cognate subjects together, seems to be good, but the obstacle is that they are wholly separated in our system of instruction; and hence this book could be used in but few schools. Every teacher should know what his book contains, and in her composition class avail herself of the knowledge. The last twenty chapters contain examples in the ordinary figures of speech, and are worthy of being bound together as a separate book. In fact the value of the book is in those chapters.

THE HISTORY OF THE UNITED STATES, prepared especially for Schools, by Prof. J. C. Ridpath, of Indiana Asbury University.

This is one of the best gifts which the young people of our nation have received during this Centennial year. It is no cut and dried collection of facts, but a clear and spirited account of our country's fortunes from the days of the Norsemen to the fourth of July, 1876, the admission of Colorado to the Union, the Administration of Hayes and the Great Railroad Strikes of 1877. The author is no mere compiler. His researches for his large popular history have furnished him with the materials for the work before us. The great condensation needed in getting the events of two or three centuries within the space of less than 400 pages, has been effected with remarkably small sacrifices of the graces of style. The book will be read with interest by adults, who are contented with an outline, while the pupils of the school in which it is used will require no inducements to study it beyond those which its own attractiveness inspires. It is profusely illustrated with fine engravings, and by colored maps, showing the boundaries of the provinces and States at different periods, the contemporary

history of the old world and other important facts. It thus appeals to the eye in an uncommon degree, and solves the difficult problem of uniting object teaching with the ordinary methods of instruction. These peculiar features render it specially deserving of the attention of instructors. As the recent law requires the selection of text books, to be used for five years, at the meetings in October, we urge the claims of this really superior book; upon the attention of educators.—Cincinnati: Jones Bros. & Co.

A HISTORY OF THE UNITED STATES OF AMERICA. By Josiah W. Leeds. J. B. Lippincott & Co., Philadelphia.

This volume is designed to give a fuller account than is furnished in many volumes fitted for school use. In this the whole subject is presented in a clear light, beginning with the discovery of America, giving an account of the Aborigines, the Spaniards, the Huguenots and the Settlement of the Colonies. It closes with a view of the progress made, thoughts on Temperance, War, Education, The Freedmen, etc. It is a well-printed book and undoubtedly worthy of the handsome paper and type.

ATWOOD'S MODERN AMERICAN HOMES. By Daniel T. Atwood. A. J. Bicknell & Co., New York.

This handsome volume is illustrated with forty-six plates—among others that designed for J. Grenville Kane, a former member of the Board of Education, and lately deceased, much lamented. Mr. Bicknell deserves praise for the excellent style in which he publishes all his books. This is no exception. The designer, Mr. Atwood, is a artist in architecture and has done his part well.

A COURSE OF SCIENTIFIC GERMAN. Prepared by Harry Blake Hodges. Ginn & Heath, Boston.

The object of this volume is to aid pupils who are desirous of reading the scientific literature of Germany. The author has seen students who have studied German for two years, not able to read scientific journals. The first part consists of exercises in German to be translated in English and vice versa; the second of essays from Liebig, Muller, Bunsen, Helmholtz, etc. It is followed by a vocabulary.

THE POLYTECHNIC, a collection of music for schools, classes and clubs. Compiled by U. C. Burnap and Dr. W. J. Wetmore. A. S. Barnes & Co., New York.

This collection has been long before the public and has given good satisfaction. The music is bright and pleasing. There are no poor songs in it. The College songs make an interesting feature.

CÆSAR'S COMMENTARIES. By G. K. Bartholomew. Van Antwerp, Bragg & Co., Cincinnati.

This book is handsomely printed; the notes and translation judiciously prepared, and the maps, etc., convenient. It will please any pupil to see the clear type and good paper.

READINGS AND RECITATIONS. Compiled by Miss L. Penney, editor of National Temperance Orator.

In response to many calls from different parts of the country, for new and inexpensive readings and recitations, the National Temperance Society have issued a collection of new and first class articles and selections, both prose and verse, embracing argument and appeal, pathos and humor, by the foremost temperance advocates. Suitable for declamation, recitation, public and parlor readings. Adapted for the use of schools, all temperance organizations, lodges, divisions, reform clubs, bands of hope, etc.

THE Popular Science Monthly Supplement No. 5 contains an instructive paper by Mackenzie Wallace on Secret Societies in Russia; Prof. Robertson Smith's views of The New Testament; "Dr. Carpenter on Spiritualism" by A. Russell Wallace, is a criticism of Carpenter's lectures, written in the interest of believers in spiritualism. On the other side of the question, we have an interesting paper from Chambers's Journal on Predominant Delusions, in which Carpenter is defended. A scholarly and able paper is The Trial of Jesus Christ, by A. Taylor Innes. Other articles are: Copernicus in Italy; The Condition of Life in Animat-ed Beings; Vital Force; and Curiosities of the Voice.

THE Wide-Awake for Sept. has a paper on Poet's Homes; the interesting serials, Child Marion Abroad, Solomon's Seal, and the funny Adventures of Peterkin Paul, are continued. Several brief stories and poems fill out the full supply of entertaining reading which this sprightly magazine furnishes for the children.

A LARGE TELESCOPE.—Clark & Son of Cambridge, Mass. are making a telescope fifteen feet long, with an object glass of eleven inches in diameter, for the government observatory at Lisbon, to cost \$6,000, and be used for photographing the sun. Princeton College is having a \$4,000 one made, with a nine inch glass, for astronomical excursions, and talks of getting a much larger one. The Clarks are also to make a gigantic one for Yale College, but it will take several years' work and cost some \$50,000, the flint for the object glass, which has already been bought in France, costing \$6,000.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I have read with interest the remarks on reading published in this journal.

But what shall we read?

In the country and village schools, the libraries of many of our pupils are composed of one of McGuffey's Reader's, Ray's Arithmetic, Part 3rd, and perhaps a geography. True, there are exceptions to this, but they are few. Most pupils leave our common schools, for the farm, or workshop, without any knowledge of physiology, philosophy, botany, or natural history.

Now, should not our readers contain lessons on these important subjects? Most people do not know the elements of the air they breathe. Hence, our churches are dens of poison.

I have been examining Wilson's Readers, and to a certain extent, I think they would answer my purpose. But before venturing to make a change, I ask some of my fellow teachers to give me the result of their experience with these books.

It is unpleasant to mention the names of authors, but no matter who is the author, or the publisher, we want books to answer our purpose,—to obtain information.

Follow teachers, give me your views upon this subject.

J. H. W.

[We doubt the usefulness of the so-called scientific readers. Wilson's Readers are as good as any of this class. Those teachers who have been long in the school-room, find ways to teach science better than by means of the reader. We shall be glad, having taken the negative, to hear from both sides, briefly and pointedly.—ED.]

To the Editor of the NEW YORK SCHOOL JOURNAL.

Your article on the Public Schools prompts me to say a word; also to one on teachers getting books, etc. All good, my dear sir, "hit them right and left." Why in B— as queer things take place as ever a man heard of. The Board of Education buy books, turn them over to the principles to be sold to the pupils, and of course look to him for the proceeds. Well, one man in this way been charged with several hundred dollars worth of books; the same had been sold and the proceeds used up. He was called on for his returns. To make this he orders from the publishers an equal amount and reports to the Board that the books "are on hand." Now that is decidedly smart.—He is fitting to run a Life Insurance Company one of these days—perhaps he is doing it now. That is only one example. Nor for another in the same city. A principal came and ordered a lot of books. Several months rolled by and bills were sent in vain. Then, he gave his note, when it became due he took it up with another, and so on through several renewals. Finally, it went to the protest, and said publisher brought the matter to the notice of the Board of Education. It appears he sold the books upon receiving them.

Now, Mr. Editor, this is only one out of many such cases. There is undoubtedly a screw loose in many schools, and it is a shame to say it. We should have only honest men; men of character. As it is we have many semi-politicians in our principals,—those who plan and pull wires in quite a scientific way. *

A LOOKER ON.

To the Editor of the NEW YORK SCHOOL JOURNAL.

I have before me the JOURNAL of the 15th, in which you discuss the question of the supply of teachers. It is becoming more and more apparent every day that there are too many teachers—such as they are. Look at the matter. In New York City there is a Normal College with 1,500 young ladies therein; 705 new pupils were admitted, hence about that number must graduate. There is no room for this large array of teachers in this city; there are many who graduated three years since without places yet.

The same is true in New Jersey. The graduates of the Normal School there, struggle for places. What is to be done.

It will be seen that a large number aim at the school-room simply to get occupation. They are women. They are determined not to work for a living,—that is to do manual work,—for it is not so easy, respectable or lucrative. They hear of women who get \$2,000 per year as teachers. They see them in tasteful if not expensive dresses; they are nominally occupied from nine till three each day, with an hour's intermission. Hence, it looks like a desirable business.

It is not too much to say that there are hundreds in the school-room that ought not to be there. They, by force of circumstance pushed themselves into paying positions for the pay. They are intelligent enough, but do not and cannot teach in the high sense of the word. It comes about in this way. In a ward or town school a teacher has in her highest class one or more young girls who learn their lessons, and who are attentive. They are looking forward to some occupation. The teacher is consulted and she encourages them to think of becoming teachers themselves. In-

the course of a few years the teacher is surrounded by a number of her graduates, all of whom are seeking for positions. This is going on all the time, in all the schools except the Primary. Hence, there is a superfluity of teachers. Not only is this sympathy with the scholar which provokes the encouragement that she prepare to be a teacher, short-sighted, but it is wrong also; for it brings in good and bad into the high place of the teacher. An inspector of the city schools tells me that he was present at the Normal College when President Hunter urged industry upon the young ladies, on the ground that else they could not graduate, and would be obliged to work for a living!

This goes through all the city schools, and probably elsewhere. At an evening school opening last year, the principal urged the boys to attend else "they would have to go into the street and work with pick and shovel!!" It is so everywhere. The teachers have inculcated the idea that an education would help a man to get along without work. Hence, there are thousands who have attended school and do not mean to work—if they can help it. They look upon work as degrading to the educated.

The teachers must correct all this, for it is absurd, illogical, upsetting and wrong. Let every man work. Let it be known that education is good and only good to fit a man to work. Let it be sounded in every boy's ear and every girl's ear too:—"You must be a worker in this vineyard of the Lord. To work well and profitably, become intelligent, get an education."

Yes, change the old threat of "get an education or work," into get an education and work." Why should not farmer's daughters stay at their own homes and work instead of seeking a place to teach? Why should not the girls in the down town wards, work in the families of the wealthy citizens after going to the ward schools? Why press for positions in the schools? It will pay as well, and a pleasant home will be the result. The old American notion, that no one could be independent if he worked for another, will not do here; for the teacher is not independent.

I have addressed the SCHOOL JOURNAL on this subject for it is an educational subject. The teachers are standing still and letting things take form without doing anything but draw pay. Let them do what is for the good of the educational cause, "Let them be wise in time."

JUNIUS, JR.

Amaryllis, Ohio.

To the Editor of the NEW YORK SCHOOL JOURNAL.

Your JOURNAL is at hand. After having read it for one month, I cannot refrain from speaking out a little of my mind. It may not do any good—except to me. The tone of your paper is excellent, I think. It strikes at many abuses creeping into the educational system, but not half hard enough.

NO EARNESTNESS.

I am aware of one great obstacle in the way of true progress—the want of *real earnestness*. As an example, I will cite the case of a teacher residing about six miles from here. He called to see me and found your paper on the table. Said I, "do you take any educational paper?" "No, I don't waste my money on any papers, I can tell you. I am saving everything to go into business." This man is a sample of thousands, aye, tens of thousands in this land. They are for education—it gives them a berth where they can pick up some money and thus "start in business." If women, they lay up a stock of clothes, and hairpins and are ready for marriage. All of these people look upon a school-house as a sort of depot. They wait there until the right train comes in and then they jump aboard and are seen no more.

What shall we call these pupils? They are of little value to the cause. If it should be decided to close the schools, how they would howl—because "Othello's occupation would be gone"—not because they would be sorry for the scholars—not at all that all.

GOOD TEACHERS.

They are *dead people*, and should be suitably buried. Why not? The trouble is, all that you can say or do is of no use, they do not read the paper. It reminds me of an old teacher of mine who used to lecture us about the evils of tardiness, the first thing in the morning. The punctual ones got the benefit of it; the tardy ones were absent and escaped his anathemas. Every teacher should take a paper devoted to education, be it good or poor; the cause must survive.

YOUNG TEACHERS.

These should take it from the moment they enter the profession. And finally, let every one try and arouse an interest in others in educational.

JAMES OWENS.

To the Editor of the NEW YORK SCHOOL JOURNAL.

SEPT. 3, 1877—Evening.

A pleasant evening-hour with a very welcome friend and visitor, the SCHOOL JOURNAL." After a long vacation and

no sight of the JOURNAL, I feel as though I had not gotten well under way with school life and duties, until the pile of JOURNALS which have gathered during the vacation have been looked over, and I once more placed *en rapport* through its pages with school matters and school teachers. And first, to see what our own Board have done, then whether the editor or his friends have anything new to say, and last, but not least, what conventions or institutes have been held; what essays have been read, who by, and what discussions have been elicited by said essays. Even the advertisements have a flavor of their own, not by any means to be despised. Are there not new school books, new school furniture and lots of things to be found nowhere save in the JOURNAL? So, many thanks, Mr. Editor, for the evidence of thoughtful care which met me this morning on my return to school. Why, I feel like a traveler who after a long dusty ride plunges into a bath of cool, refreshing water, nor realizes that he is really rid of the dust till he has done this. The JOURNALS help me to clear all of the vacation cobwebs out of my brain, and so I offer once more my hearty thanks for the toil in the hot city sanctum that has brought in its wake the old gratification. But would you not like to know what a few of those for whose benefit you are working have done during these long warm weeks? Well, let me tell you. Literally from East, West, North and South (for there were representatives there from Texas, Tennessee, Massachusetts, Canada, New York and other places) we gathered together in the sweetest little nook in the world, Locust Grove, the summer home of one of the dearest and noblest of women, as well as one of the most famous of teachers of elocution, Mrs. Anna Randal Diehl, situated at Sea Cliff, which combines all that is delightful of sea-shore and woodland scenery. We made the old rocks and groves resonant with our voices, sometimes loud and sometimes soft. The neighbors must have thought we were haranguing an invisible army or perhaps crying over the lost charms of a pet cat or parrot. But we were doing neither, only learning how to read, and studying how to improve ourselves in this much-neglected part of our common school system of education, and finding out under a skillful teacher of wide experience what to do with our classes in this respect, and how to avoid ugly, drawling, [screeching tones in the class room.

A nice time we had of it too. In one part of the grove might be heard the voice of Mrs. C. of Michigan calling upon the "People of Hungary," and in another that of Miss T. of Nashville, soft and gentle as herself, murmuring, "Was it the sound of a tiny bell?" We had a member of another profession, too, Miss Cary of the stage, and what with the reading, boating, bathing and riding, all were unanimous in the opinion that we had never spent so pleasant a vacation, and parted in the hope of meeting again, not as strangers but friends. And here let me say a word to some of my fellow-teachers in the city. When another summer comes, don't worry over where you shall go and what you shall do. Go down to Sea Cliff, club together and rent a couple of good substantial tents for the season; they can be had for a comparatively small consideration and live there. You will thus avoid the high prices of hotels and country boarding-houses, to say nothing of the perfect independence of such a life. Why, it is one long picnic.

Do you come down too, Mr. Editor, and see what the pure bracing air of Hempstead bay will do for you. To float along on its calm waters before the dew is off the grass or when the moon is making its silvery traces alongside of your boat, and flashing over your oars, is too delightful for me to describe, and to be enjoyed must be realized.

EDINET. HOWARD.

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J. A. BENDALL.

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NEW YORK, SEPT. 22, 1877.

The columns of the *JOURNAL* are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who should be interested in education, and urge him to take it also.

Results not Seen.

THE best teachers do a work unknown and unseen. Whoever says to his class of boys or girls that which strengthens the weak, improves the ignorant, encourages the downhearted, gives new hope to the discouraged, softens and cultures the rude and boorish, does a work equal to that of the angels of heaven undertake. His labor may seem to be nothing in the eyes of those who simply look to see the results that business brings forth: houses, lands, money and fame. Yet it is just such work that is needed to vitalize conscience and infuse ideas. A country is rich if it has many such men and women at work—poor if it has few.

A Neglected Profession.

THERE is no more useful work in the world than that done by the teacher, and there is no work so belittled—from the time of Plato to this present—as that of the teacher. Mankind must be taught; what one knows he must communicate to another; thus civilization is at last accomplished. A learned man is one who knows what many others have learned. It is generally conceded that the teacher is the power that produces civilization, not only, but he that prevents the race from lapsing into the barbarism from which it has partially emerged. Why then is work so underrated? This question is easily answered, in general, by saying that he can never make the results of his work appear in a showy form. That work is spread over a long period; it is among children, it is in his manner, it is in his character, it is in what he does not say or do, and it is, above all, in his life.—These things are not easily gauged. Parents think their children grow up as they are, and give the school master no credit.

Yet there is something to be said on another side, that is, just as true, but not as pleasant. The teacher himself in a large measure fixes the public estimate of his merits. There enter the school room as teachers no small number who have no claim or "call" to teach. As an old friend uses the term, they have no "teach" in them. The children, the parents know this; they

know they are there only until something else turns up; it may be until a place in a law-office is found, or the marriage-knot is about to be tied. The school room is used as a stepping-stone to something that is considered better; the public see this and estimate the man accordingly—and the work also. Let no teacher say the public estimate of the teacher's usefulness would increase if the salaries were increased—for it is not true. There have been district schools where the pay was small, but the work and the appreciation magnificent, royal, sufficient.

Let the teacher before he enters the school room sit down and think. Let him ask himself what are his motives? what impels him in among those children. If he says, pay, solely, it were better a millstone were hung around his neck, and he drowned in the depths of the sea. Let him deal out pills, let him counsel clients, let him sell cloth and other merchandise for pay, but not meddle with the mental and moral faculties of children. He will get his pay, but they will have lost forever the opportunity of being ingeniously taught. For this man might communicate knowledge of various kinds, but not teach, no he could not TEACH.

The teacher should fitly prepare himself for his task. It is not a paying profession and never will be, but it is a useful and may be an honored one. See to it teachers, that no slurs are cast on it because of you. Seek rather to add something to its glory by the excellence with which you shall perform its most burdensome details.

New York Board of Education.

The Commissioners met Sept. 19.

Present. Messrs. BEARDSLEE, BAKER, BELL, COHEN, DOWD, GOULDING, HALSTED, HAZELTINE, JELIFFE, KELLY, PLACE, TRAUB, VERMILYEE, WALKER, WEST, WILKINS, WHEELER, WETMORE, WICKHAM, and WOOD.—20.

COMMUNICATIONS.

From Mr. Goldsmith, saying that his son had been refused admission to the school on account of want of room, and that he should apply to the courts for a remedy.

From the 19th Ward trustees, giving the number refused admission for want of room, 1,273, and asking for more school buildings.

THE CITY SUPERINTENDENT'S REPORT.

No. of pupils at opening this fall,	99,181
Increase over last year,	3,635
No. of teachers absent,	75

More accommodation for pupils is needed in the following wards: 19, 10, 11, 17 and 22.

Grammar Schools Nos. 16, 39, 62 and 63 are not yet reopened, on account of repairs going on.

Also that the resolution of the Board transferring Mrs. E. G. Waterman from P. S. 35 to P. D. G. S. 27 had not been complied with.

RESOLUTIONS.

Mr. Dowd sent in a resolution to deduct $3\frac{1}{2}$ per cent. from the salaries for Sept. and October. President Wood objected and it went over.

CORPORAL PUNISHMENT.

The resolutions in respect to the restoration of the power to inflict capital punishment into the hands of the teachers.

Mr. Walker said he did not wish to debate, was willing to submit the matter at once. Mr. West said Mr. Watson wanted to speak, and moved to lay it over.

Mr. Walker said he felt it was time to have this matter settled. Mr. Beardslee wanted it laid over. Mr. Wickham asked to fix upon the evening of the 26th at 7 $\frac{1}{2}$ o'clock to debate the matter. Carried.

The Committee on Teachers reported in respect to the complaint against Miss Annie Hoffman for sending home a pupil during school hours because she was absent the preceding day, although she brought an excuse from her parents. They express disapprobation of this and also of her discourteous letter to Supt. Kiddle.

The same Committee chose Thos. G. Williamson for principal of G. S. 10. Also that Miss Eliza Insell be appointed as Vice-principal of G. S. 68.

The Committee on Trustees reported that several trustees in the First Ward had neglected their duties, and recommended that trustees Otto Hempken and Owen Murphy be removed from their offices.

Mr. West said the report had no value, because no quorum was present.

LAWRENCE D. KIERNAN, Clerk of the Board of Education was present at the last meeting having returned from his trip to England. He bears the impress of improved health, and was warmly welcomed.

PRIMARY SCHOOL NO. 37.—This school is rapidly increasing in numbers, doubtless owing to its good management. Beginning in Sept., '75, with forty-eight pupils, it

now has on register 162, showing an increase in two years of 120. By the indefatigable work of its principal, Miss Dunican, there were twenty-two scholars promoted to the grammar schools. While in Miss Carroll's room (she teaches the first grade) one of the little fellows was presented with a badge by his teacher, and it pleased him beyond measure. Miss Carroll is doing an excellent work evidently.

GRAMMAR SCHOOL 29.—Charles A. Minnie, who was the successful candidate for the cadetship to West Point in the late competitive examination, was a pupil of G. S. 29. He is a colored boy, about 19 years old and looks very intelligent. In 1865 Charles and his two sisters were placed in the Colored Orphan Asylum, where he remained for four years; here his education was commenced, and the principles of Christianity as well as industry were thoroughly instilled into his mind. From the age of fourteen to seventeen he was knocking about from pillar to post, getting a situation wherever opportunity afforded. The first summer he spent in Saratoga as a bootblack in a fashionable barber shop, and dusting the customers' clothes. The next two seasons he spent at Congress Hall, Saratoga, as bell boy. During this time his thirst for knowledge was never quenched. It was his custom to improve all his leisure time in study and in reading the biographies of self-made men. Some three years ago he became fully determined to acquire a liberal education and study a profession, his ambition being to excel at the Bar.

At first he attended G. S. No. 28, in 40th St., where he made rapid progress in his studies. Last September he entered G. S. No. 29, in the 1st Ward, where he received the same advantages as the other members of his class, and graduated with honors last June, and was admitted to the City College.

As soon as the summer vacation commenced he went to Newport, where he at once received a situation in a hotel as bell boy. When, however, he learned that Congressman Muller had offered a cadetship to the boys of his district he at once determined to return and compete for the prize. The committee appointed by Mr. Muller to conduct the examination consisted of Hon. J. Gross, Dr. J. N. Merrill, and the popular vice-principal Saml. Ayres of G. S. 58. Minnie received a maximum of 585 points in a possible 600, or 98 per cent. He was therefore the winner—being 100 points ahead. His teacher was Thos. E. Cody, V. P. of No. 29. It is a fact that ought to be known that No. 29 has borne off several cadetships heretofore and all of these have been taught by Mr. Cody; and special mention is properly made.

When Hon. John Morrissey heard that Minnie had won the position, (and knowing the boy's destitute condition) he generously sent him a check for \$50.00. Dr. Merrill then set the ball rolling by heading a list, and among the teachers of G. S. No. 29 and others, soon raised \$50.00 more. He also accompanied him to West Point, and soon had the satisfaction of hearing that he had successfully passed a second and far more rigid examination before the officers of the U. S. Military Academy.

To the Editor of the NEW YORK SCHOOL JOURNAL.

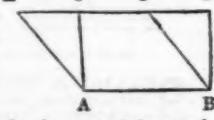
In a recent issue of your journal, you adverted to $3R^2$ being capable of proof as equal to an inscribed duodecagon in a circle; and in view of my demonstration showing that $3R^2$ is equal to the circle, you suggested to your readers to experiment with one sheet of metal cut in form of a circle, 8 inches in diameter, and another sheet of equal and uniform density cut in form of a rectangle 6x8, and see if they weigh the same. I have neither made nor seen such experiment; but I think if the experiment be made with great nicety of details, that these two pieces of metal will weigh the same.

I shall give you my reasons for thinking so; I have seen two tin cups which were exhibited at the *Charleston Courier's* office, where a circle $3\frac{1}{2}$ diameter was shown practically equal to a square 12x12. perimeter, which makes the circle practically $3R^2$. I can refer to the experiment of a glass sphere immersed in a vessel of water, which was before the Royal Society of London; where $3.14159296xR^2$ was shown in excess of the area of the circle.

Now, when we look at this matter from the geometrical standpoint, we can find evidence equally forcible. We have simply to go back to Elementary Geometry, and inquire how are the areas of geometrical magnitudes formulated?

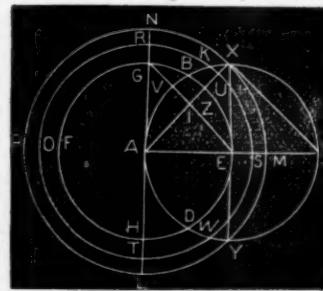
E C F D

In this diagram, the rectangle ABCD has its area defined as the product of its base AB into its altitude BD; and since the parallelogram ABCF has equal base and equal altitude with the rectangle, the area of the parallelogram is defined, also, as the product of its base into its altitude. Hence, we see that the rectangle is the standard by which area is determined, whence, a triangle being one half the rectangle on its base and altitude, its area is one



half the product of its base and altitude; and since all *rectilinear* figures can be divided into triangles, their areas are determined from the composing triangles. Now, when diagonals are drawn in the rectangle ABCD, as AD and CB, the rectangle becomes divided into four triangles; which, when the rectangle is a square, the four triangles are equal; and when an oblong, the opposite triangles only are equal. It will be seen, that if from the point where the diagonals intersect, lines be drawn to the middle points of the four sides of the rectangle, the half product of these lines into the sides will give the area of the triangles, and when the rectangle is a square, because the lines are equal and the sides are equal, we say that the half product of any one of the lines into the four sides of the square is the area of the square. But this does not hold true with any other four sided figure, for, it is evident in an oblong, that the lines drawn from the intersection of its diagonals to the middle points of its sides, are not equal; neither are its sides equal. And in the parallelogram ABEF, since its area is equal to that of the rectangle ABCD, and because the sides EA and FB are greater than CA and DB, the four sides of the parallelogram can not be a function of its area; hence, the formula: *half product of perimeter into the apothem* is conditional and is confined to a square among four sided figures; and is limited to *regular polygons* among *rectilinear* figures. Therefore, this *limitation* must be always considered when we speak of the areas of geometrical magnitudes, for it is always manifest in all operations and applications of geometrical quantities.

This can be easily shown, in the diagram, let AXCY be a



circle with radius—
1. Describe from the point A, on its circumference, as a center, the circle FGEH equal to AXCY, and circle PMNL double of AXCY. Draw NL tangent to AXCY at the point A, then NL will divide the concentric circles in—

to semicircles.

Now, let AXCY and FGEH be represented by a , and PMNL be represented by b ; then $a:b::1:2$. Let AGB+AHD=x, and ABXN+ADYL=y. Then, we have:

$$\left\{ \frac{a}{2} + x \right\} + \left\{ \frac{a}{2} - x \right\} = a; \text{ and } \left\{ \frac{b}{2} + y \right\} + \left\{ \frac{b}{2} - y \right\} = b.$$

Whence, *Euclid*, V, 12; and *Benson's Geometry*, IV, 8;

$$\frac{a}{2} + x : \frac{b}{2} + y :: \frac{a}{2} - x : \frac{b}{2} - y :: a : b.$$

$$a+2x : b+2y :: a-2x : b-2y :: a : b :: 1 : 2.$$

Wherefore $(a+2x)(b-2y) = (b+2y)(a-2x)$.

Or, $4bx - 4ay = 0$. Therefore $bx = ay$.

Whence, $a:b::x:y::1:2$.

Hence, AGB+AHD = $\frac{1}{2}$ (ABXN+ADYL).

Then, semi-circle GFH+AGB+AHD = $\frac{1}{2}$ (semi-circle NPL plus ABXN plus ADYL).

Therefore, ABED = $\frac{1}{2}$ (ABXMYD).

Because, sector AXM—quadrant XEC, and XEM being common to both, we have, *Euclid*, Axiom 3, crescent XMYC = 2 triangle AXE—square on radius AE.

This radius being 1, we have crescent = 1, and then,

ABXMYD = 3.1415926, — 1. — 2.1415926, when we use 3.1415926 $\times R^2$ for area of the circle.

But ABED = $\frac{1}{2}$ (ABXMYD) = 1.0707963.

Again: draw a line from B to D; then, BD is the side of an inscribed equilateral triangle; and is equal to $2\sqrt{(1)^2 - (\frac{1}{2})^2} = \sqrt{3} = 1.7320$. Hence this triangle = $\frac{1}{2}(1.7320)^2$ = 1.29900.

Segment BDA is equal to each of the other segments around the inscribed equilateral triangle; hence ABED being two of the segments, = $\frac{1}{3}(3.1415926 - 1.29900) = 1.228838$.

Above we have shown ABED = 1.0707963. These results are conflicting, and are obtained in one case by subtracting the crescent—a curvilinear figure—from the circle; and in the other case by subtracting the triangle—a rectilinear figure—from the circle. Now, from this fact, we see at once that the curvilinear and rectilinear surfaces have not the same properties. Hence, since 3.1415926 is a quantity derived by reasoning from *polygons*, it simply expresses the properties of polygons; and since we have just seen that operations performed with curvilinear figures only differ from operations performed with curvilinear and rectilinear figures together, it is evident that 3.1415926 expressing the properties of polygons, cannot be used to express the properties of the circle, because the circle being a curvilinear surface has not the same properties with polygons, which

are rectilinear surfaces. Also, 3.1415926 is a quantity derived by reasoning from the properties of *regular polygons*, and because such polygons have certain properties which other polygons do not possess: which certain properties are the basis of 3.1415926. It is, therefore, illogical and untenable to apply 3.1415926 to the area of the circle when the circle is not even a polygon of any kind, being contained by a curve line which is entirely distinct from the straight line. Consequently, I have every reason to believe that when the experiment suggested by you is properly and carefully made, with a nice regard to prevent mistakes in its various details, it will be found that $3.1415926 \times D \times \frac{1}{2}R$, or $3.1415925 \times R^2$ is excessive, and that $3R^2$ is correct for the area of the circle; but I do not mean that the circumference is 3 diameters.

LAWRENCE SLUTER BENSON.

Normal College.

The following questions were given to the graduates of the Grammar Schools at the examination for admission, in June, 1877.

HISTORY. (TIME, —1 HOUR.)

Answer any five of the following questions:

1. Name the thirteen original States, and give the date of the settlement of New York by the Dutch, and of its conquest by the English.
2. Name the principal French navigators, and give the date of the discovery of the St. Lawrence River.
3. Name the Colonial wars which preceded the French and Indian war.
4. State the causes of the American Revolution; and give a brief account of the Stamp Act.
5. Who were the commanders of the battle of Long Island; and what was the result of the battle?
6. Describe the battle of Monmouth and give the date.
7. Give a brief account of Green's southern campaign.
8. What caused the War of 1812-15? and who was President during that war?
9. Give a brief account of the battle of New Orleans.
10. Write out a list of the Presidents of the United States, giving the dates of the administrations.

ARITHMETIC. (TIME, —1½ HOURS.)

1. State the difference between a *common* and a *decimal* fraction. What is *ratio*? What is *proportion*? What is meant by *per cent.*? What is *involution*? What is *evolution*?

2. If a family use 10 bbls. of flour in a year, what is the average amount used each day? (Give the answer in lbs., oz. and dr.)

3. What is the sum of one-seventh of a yard, one-seventh of a foot, and one-seventh of an inch?

4. A merchant increased his capital by 20 per cent. each year for two years, when he found he had \$9,360 invested. How much had he at first?

5. Bought sugar at 8 cents a pound, and sold it at 9½ cents a pound. What per cent. was gained?

6. What is the amount of \$700 for three years, 9 months and 24 days at 7 per cent., compound interest?

7. Wishing to borrow \$500 at a bank, for what sum must my note be drawn at 30 days to obtain the required amount, discount being at 7 per cent.?

8. If it require 1,200 yards of cloth, 5-4 yards wide, to clothe 500 men, how many yards, which are 7-8 yards wide, will it take to clothe 960 men?

9. If an army of 55,225 men be drawn up in the form of a square, how many men will there be on a side?

10. What is the cube root of 84,604,519?

ALGEBRA. (TIME, —1½ HOURS.)

1. What is the reciprocal of a quantity? What is the value of $6a^0$? In what other way can $6a^0$ be written?

2. Factor $2a^2 x^2 - 2b^2 x^2$.

3. Find the least common multiple of $8a^2$, $12a^3$, and $20a^4$.

4. Simplify $\frac{2x}{x^2 - y^2} + \frac{1}{x+y} - \frac{1}{x-y}$.

5. Find the value of x in the following equation:

$$\frac{x}{8} - 1 + \frac{x}{12} - \frac{x+5}{4} = \frac{11}{4}.$$

6. Given $\frac{x-a}{b} = \frac{x}{a}$ to find x .

7. A has three times as much money as B; but if A were to give B \$100, B would then have three times as much as A. How much money has each?

$$3x + 2y - z = 7$$

8. Given $x + y - z = 1$ to find x , y and z .

9. There are two numbers: the first added to half the second gives 35; the second added to half the first gives 40. What are the numbers?

10. What is elimination? State the different methods of elimination. What axiom is involved in clearing an equation?

tion of fraction? What is transposition?

ENGLISH GRAMMAR (TIME, —1½ HOURS.)

1. What is a sentence?—a clause?—a phrase?—a subject?—a predicate?—an active transitive verb?—a passive verb?—an abstract noun?—a relative pronoun?

2. Write a complex sentence containing a relative (or adjective) clause; a compound sentence containing three coordinate clauses; and a compound sentence containing a leading and subordinate clause with the leading clause complex.

3. Correct the following: (state the rules briefly).

- (a) This dress was made by Catharine, the milliner, she that we saw at work.
- (b) Those kind of injuries we need not fear.
- (c) Here are six; but neither of them will answer.
- (d) There was a certain householder which planted a vineyard.
- (e) Rye or Barley, when they are scorched, may supply the place of coffee.

4. Analyze: Tell me, said Isabella, what are your grievances, and I will do all in my power to redress them.

5. Parse: Tell me, what, all, redress.

The following values will be assigned to the five questions: No. 1, 15 per cent.; No. 2, 20 per cent.; No. 3, 10 per cent.; No. 4, 30 per cent.; No. 5, 25 per cent.

GEOGRAPHY. (TIME, —1 HOUR.)

Answer any five of the following questions:

1. What is the greatest latitude a place can have? What is the greatest longitude? What is the width of the torrid zone? What is the width of the north temperate zone?
2. What river separates Russia from Turkey? Bound Russia and write four of its great cities.
3. What strait connects the Sea of Marmora with the Black Sea? and what strait the Archipelago with the Sea of Marmora?
4. Bound Italy and write the names of six of its principal cities.
5. Bound Arabia and Persia, and give the capital of each.
6. Name five of the principal cities of British India, and state where located.
7. What countries of Africa border on the Mediterranean Sea? Bound Egypt.
8. Bound Massachusetts, Georgia and Oregon, and write the capital of each.
9. Write the states which are watered by the Mississippi, and by the Ohio.
10. Write the countries of South America, with the capital of each.

The Woodruff Scientific Expedition.

This, we learn is so far organized that its starting is appointed for October. A good steamer, of 1400 tons, the "City of Merida," formerly of the Alexandre line from New York to Havana and Mexico, has been chartered, and it is expected that Commander John W. Phillip, of the United States Navy will be detailed to take charge of her. She will be officered and manned like a vessel of the navy. The object of the expedition, as appears from the announcements, is to furnish an exemplary tour to such a class of students in science as may be attracted to it, and at the same time to accomplish as much scientific work as such a tour may give opportunity for. The guiding body of the expedition will be a faculty of scientific men, among whom are Prof. Wilder of Cornell for comparative anatomy, Prof. Smith, of Yale, for zoology, Prof. Herdman, of the University of Michigan for physiology and anthropology, Prof. Farlow, of Harvard, for botany, Dr. Schaffter, of Berne for history, and geography, Prof. Jenney, of the University of Michigan, for art and archeology. The ship will be carefully fitted up with all appliances for the necessary scientific study, a library of scientific works for reference, books of travel, etc. Regular courses of lectures will be given when actual explorations are not in hand. The time allowed for the expedition is two years; the route is to be by way of the Bahamas to South America, stopping at the mouth of the Amazon, thence to round the continent by the Straits of Magellan and to Valparaiso, across the Pacific by Otaheite and the Feejee Islands to Formosa, Japan, China, and the Philippine Islands, through the Indian Archipelago and by Southern India to the Red Sea, stopping at many points to make observations and collect specimens, and through the Suez Canal into the Mediterranean. Egypt, Palestine, Greece, Italy will be visited, and Spain and France will be touched on the way to England, whence the expedition will sail for New York.

"WORDSWORTH," said Charles Lamb, "one day told me he considered Shakespeare greatly overrated. There is an immensity of trick in all Shakespeare wrote," he said, "and people are taken by it. Now, if I had a mind, I could write exactly like Shakespeare." "So you see," proceeded Charles Lamb quietly, "it was only the mind that was wanting."

The Planet Mars.

This planet, usually not conspicuous is at present very brilliant every evening in the eastern sky, while a few degrees above it, to the northward, is Saturn. Mars is nearer the earth now than it has been for three-quarters of a century, and nearer than it will be for many years to come. The astronomers therefore, have been watching with all the resources at their command to add something to their knowledge.

August 16th, two satellites were discovered by Prof. Hall.

He says:—"The first satellite of Mars was discovered at the Naval Observatory in Washington, on the night of August 16. It was first seen at forty-two minutes past eleven. It has been observed on the nights of the 16th, 17th, 18th of August. The time of the revolution of this satellite about Mars is about thirty hours. Its greatest apparent distance from the centre of Mars is eighty seconds of arc. I think I saw another satellite on Saturday morning about four o'clock, but of the existence of this second satellite I am not absolutely certain. I believe, however, that there are two, and I expect to be able to determine this to-night, as I commence observations again about midnight. The satellite in its appearance is a faint object of about the size of a star of the thirteenth or fourteenth magnitude, and it was possible to discover it only by putting Mars, which is now exceedingly bright, out of the field of the telescope, so as to get rid of the brilliant light of that planet. The distance of the first satellite from the planet is between fourteen and fifteen thousand miles, which is less than that of any other known satellite from its primary, and only about one-sixteenth the distance of the moon from the earth. The inner one, as to the existence of which the astronomers are not yet absolutely certain, is still closer. The diameter of the new satellite is very small, probably not more than fifty or one hundred miles."

This is one of the greatest telescopic discoveries of the century. Prof. Hall, has been attached to the observatory since 1862. The discovery of the satellite was telegraphed to the European observatories.

American Institute of Phrenology.

THE Summer session closed August 10th. We have read the exercises with pleasure. The address of Mr. Drayton strikes us as especially forcible timely:—

In your relations with others, keeping this object in view, let them understand that you illustrate in your practice the truth as you understand it—that you are honestly acting a decided part, and are seeking to do others good. In your treatment with others, impress upon them the fact that they are human. We forget too often that we are human. We are inclined to arrogate to ourselves characteristics which are above the human, and so we very often act in a manner which is beneath the human. Speak the truth. You have the best opportunities in the world for admonishing others with regard to their errors. You have ways and means of reaching the inner man—the habitation where the spirit dwells—opportunities and privileges which no other class of men possess. So let this be a sort of talisman for you guidance. Speak the truth, bearing in mind what a poet has said, "Speak truly, and thy word shall the world's famine feed."

RECITATIONS.

RED RIDING HOOD.

On the wide lawn the snow lay deep,
Ridged o'er with many a drifted heap,
The wind that through the pine trees sung
The naked elm boughs tossed and swung;
While, through the window frosty-starred,
Against the sunset purple barred,
We saw the sombre crow flap by,
The hawk's grey flock along the sky,
The crested blue-jay flitting swift,
Erect, alert, his thick grey tail
Set to the north wind like a sail.

It came to pass, our little lass,
With flattened face against the glass,
And eyes in which the tender dew
Of pity shown, stood gazing through
The narrow space her rosy lips
Had melted from the frost's eclipse;
"Oh, see," she cried, "the poor blue-jays!
What is that the black crow says?
The squirrel lifts his little legs
Because he has no hands and begs;
He's asking for my nuts, I know;
May I not feed them on the snow?"

Half lost within her boots, her head,
Warm sheltered in her hood of red,
Her plaid skirt close about her drawn,
She floundered down the wintry lawn;
Now struggling through the misty veil
Blown round her by the shrieking gale;
Now sinking in a drift so low
Her scarlet hood could scarcely show
Its dash of colour on the snow.
She dropped for bird and beast forlorn
Her little store of nuts and corn,
And thus her timid guests bespoke;
"Come squirrel from yon hollow oak—
Come, black old crow—come, poor blue jay,
Before your supper is blown away!
Don't be afraid, we all are good;
And I'm mamma's Red Riding Hood!"

—WHITTIER.

Editorial Correspondence.

CLINTON, New York, is the seat of many institutions of learning. Hamilton College is upon the high hill at the west, and is in fair state of progress. It has three large stone buildings three stories in height, a fine library, building, and one used for a valuable collection of mineralogical and geological specimens. Half way down the hill is the beautiful home of Prof. Edw. North, one of the most genial teachers in the State. He is a friend of his students, and is universally beloved. We found him gathering fruit from a full Seckel pear tree. Opposite is the home of Rev. E. P. Powell, a man who has exercised a powerful influence on hundreds of young men at the west. He takes a fancy to a boy, carries him home, impresses him, helps him, teaches him.

In the valley of the Oriskany is the Academy, a plain brick building under the care of Rev. Isaac O. Best. Mr. Best is one of the most sincere teachers; he has a dozen boys in his house perhaps; has a woman as noble as himself, and a great deal handsomer. These good people devote themselves unremittingly to the good of the school. They prepare boys for college, and fit them thoroughly. There is a primary department also, and a business education is also given. Fortunate are those who have their boys here. On the brow of the beautiful hill is Houghton Seminary, Dr. J. C. Gallup, principal. The grounds here are in fine condition, and the surroundings of a good school are such as charm the eye.

The public school in Clinton is neglected; it always has been. It should be carefully nurtured from politic as well as from a humane stand-point. Men like O. S. Williams, Prof. Dwight, Dr. Gallup and others, reinforced by the college faculty, should determine upon a fine building on one corner of the square, to cost \$50,000. It would pay for this outlay many times over.

School matters were flourishing in Utica. Supt. McMillan is as his post. In Fort Plain there is a fine seminary and it is, we learn, well patronized. In Albany we learned that no reduction of salaries is contemplated, which is commendable. The building for No. 15 under the care of Levi Cass, Esq., is a very handsome one. He is taking front rank as a teacher in Albany, and earning a priceless reputation. There seems to be here, however, the same high school excess that exists elsewhere.

Primary Schools are used as feeders for Grammar Schools, these for High Schools. The chief end of boys and girls is to glorify the high school. This is a serious defect; It is becoming to be the end of many schools in New York City to fit pupils for the Normal College. Good as a school may be, scholars are greater, their interests are greater.

A ride on the Hudson is always cheering, but it is doubly so on the People's Line. On the Drew, Capt. Roe was the same gallant officer as ever, and our pleasure in going up the river was intense; yet in returning on the St. John, with the full moon shining, we were still more delighted. What scene is more inspiring than the Hudson by moonlight?

TEACHERS, see that every one of your pupils reads this column. Cut it out and paste it up where they can see it.

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HENRY KIDDLE, City Supt.

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